

## Title II of the Higher Education Act Intuitional Report

### APPENDIX C

#### Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education

Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

Institution name:	Fontbonne University		
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### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>		
Institution Name	Fontbonne University		
Institution Code	6216		
State	Missouri		
Number of Program Completers Submitted	77		

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	76				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Art: Content Knowledge	133	6			93	93	100%
Early Childhood Education	020	2			281	280	100%
Elem Edu: Curriculum, Instruction, and Assessment	011	11	11	100%	1615	1536	95%
English Lang., Lit. and Comp. : Content Knowledge	041	4			205	197	96%
MS Mathematics: Content Knowledge	069	1			22	20	91%
Social Studies: Content Knowledge	081	3			272	261	96%
<b>Other Content Areas</b>							
Family and Consumer Sciences	120	4			21	21	100%
Speech Communication	220	1			26	26	100%
<b>Teaching Special Populations</b>							
Special Education	350	26	26	100%	196	196	100%
Speech-Language Pathology	330	18	18	100%	113	111	98%

<b>Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program</b>							
<b>Table C-2</b>	<b>HEA - Title II 2000-2001 Academic Year</b>						
<b>Institution Name</b>	Fontbonne University						
<b>Institution Code</b>	6216						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	77						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	76				Statewide		
Type of Assessment <sup>2</sup>	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Institutional Pass Rate	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Statewide Pass Rate	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				53	53	100%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	27	27	100%	3086	2929	95%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	5			165	164	99%	

Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	44	44	100%	309	307	99%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	76	76	100%	3612	3452	96%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **352**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? **75**

3. Please provide the numbers of supervising faculty who were:

**6** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**0** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**6** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: **12**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **6.25/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **30** hours. The total number of weeks of supervised student teaching required is **10-16**. The total number of hours required is **300-480\*** hours. *\*The number of weeks of supervised student teaching varies with our different programs. Elementary, middle school and secondary programs require a*

*minimum of 10 weeks of student teaching. Early Childhood and Early Childhood Special Education programs require a minimum of 12 weeks. Deaf/Hearing Impaired and Special Education/Elementary require 16 weeks.*

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

**A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

Fontbonne University is a four-year, coeducational, liberal arts institution founded by the Sisters of St. Joseph of Carondelet in 1923. With a student/faculty ration of 11:1 and more than 2000 students, Fontbonne is known for the personal care and concern that come from a small school environment. Fontbonne University offers teacher certification programs in 16 areas. The Teacher Education Division of the state of Missouri Department of Elementary and Secondary Education accredits all certification programs. Fontbonne is currently in the process of seeking NCATE accreditation.

The programs for professional education reside in the Academic Affairs Administrative Unit. The dean of education is the chief administrator for teacher education programs. The Teacher Certification Committee, consisting of representatives from all areas of certification, recommends policy for all professional education and preservice students of education.

In its preparation of teachers, Fontbonne University is in touch with the social, political and economic realities which place demands on education. The college offers teacher certification programs that prepare individuals who will be able to teach students with a variety of learning styles from diverse backgrounds and prepare students for the future by encouraging an attitude of openness and critical evaluation regarding change.

Fontbonne College prides itself in preparing students to serve high need school districts in the area. Data gathered in 1998 indicates that 42% of its graduates teaching in Missouri public schools were employed by the City of St. Louis Public Schools and the Special School District of St. Louis County. In a similar vein, Fontbonne partners with the St. Louis Public Schools and the St. Louis County Special School District to offer the Career Builder program. This program supports the efforts of paraprofessionals, teacher assistants and those holding “temporary authorization certificates” to become certified Special Education teachers. Programs in early childhood education, speech-language pathology, deaf education, and family and consumer sciences also provide certification in areas of high teacher shortage.

Fontbonne University has been involved in a Professional Development School Partnership with the Brentwood School District since 1995. This partnership has been mutually beneficial to both parties and has included Fontbonne students tutoring Brentwood students on the Brentwood campus, Fontbonne classes being offered on the Brentwood campus with Brentwood faculty as guest lecturers, Brentwood faculty teaching Fontbonne classes, and staff development opportunities for both faculties among its accomplishments.

## **B. Missouri has asked each institution to include at least the following information.**

### **1. Institution Mission**

#### **MISSION STATEMENT**

Fontbonne University is a coeducational institution of higher learning dedicated to the discovery, understanding, preservation and dissemination of truth. Fontbonne seeks to educate students to think critically, to act ethically and to assume responsibility as citizens and leaders. Fontbonne offers both undergraduate and graduate programs in an atmosphere characterized by inclusion, open communication and personal concern. The undergraduate programs provide a synthesis of liberal and professional education. As a Catholic college sponsored by the Sisters of St. Joseph of Carondelet, Fontbonne is rooted in the Judaeo-Christian tradition.

#### *Values*

Fontbonne University continues the heritage of the Sisters of St. Joseph by fostering the values of quality, respect, diversity, community, justice, service, faith, and Catholic presence.

#### *Commitment*

Fontbonne University is committed to:

- achieving educational excellence
- advancing historical remembrance, critical reflection, and moral resolve
- encouraging dialogue among diverse communities
- demonstrating care and dignity for each member of the community
- serving the larger community
- preparing competent individuals who bring an ethical and responsible presence to the world

### **2. Educational Philosophy**

#### **ACADEMIC VISION STATEMENT**

Fontbonne University brings to St. Louis an informed and discerning presence that is evident in scholarship, the arts, the professions and service. By combining a pursuit of academic excellence with an evolving awareness of the world's needs, the Fontbonne community seeks to strengthen the relationship between the educated person and a diverse society. Through an emphasis on teaching and learning, the University promotes vital interaction between intellectual engagement and social responsibility, giving meaning to information and insight to the inquiring mind. In an open, caring and challenging environment, students and teachers integrate knowledge from the liberal arts and professional programs, developing the understanding and skills central to a thoughtful and committed life.

### **3. Conceptual Frameworks**

The teacher certification programs at Fontbonne University seek to develop informed professionals who will bring a discerning presence to the larger educational community. Through an emphasis on teaching and learning, our programs promote a vital interaction between intellectual engagement and social responsibility, bringing meaning to information and insight to the inquiring mind. In an open, caring, and challenging environment, students and faculty integrate knowledge from courses in the liberal arts and teacher education, developing the understanding and skills central to reflective and

committed work in the teaching profession. Fontbonne prepares preservice teachers who, as reflective decision makers, consistently assess the effects of their values and actions on others. By combining a pursuit of academic excellence and an evolving awareness of the world's needs, Fontbonne's programs thereby strengthen the relationship between the educated person and a diverse society, helping to make the certified teacher a force for growth, learning, and social justice.

#### **4. Program completers who teach in the private schools and out of state**

<b>Private Schools:</b>	<b>7</b>
<b>Out-of-State:</b>	<b>1</b>